

PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

Preparatory School, Not College, Is the Hearthstone of Education

The Headmasters of Our Private Schools Are the Natural Guardians of the Sacred Fire.

THE school, not the college, is the hearthstone of education. The heads of private schools in America must take charge of the cultivation of the country if we are to have cultivation. You cannot make an educated man of a boy whose passion for education begins at 18, any more than you can make a violinist of one whose interest in music begins at 18. It is the first and second formers who are important. You must give the keys of life to the young. The American Rhodes scholars have, with a few distinguished exceptions, made a lamentable showing at Oxford. This is because they were competing against men who had had good teaching since they were 8 years old."

Thus speaks John Jay Chapman, essayist, litterateur and educator, in the May Atlantic Monthly.

The headmasters of our private schools are the natural custodians of the sacred fire, continues Mr. Chapman, and it happens that the headmasters of our private schools are to-day among the most competent and serious men in America. They are enthusiasts and missionaries by nature, and their contact with the young tends to enable them, as contact with the young always does. The human side of education, which often gets lost in a college, is strong in a school; and the domestic and religious elements, without which literature cannot exist, are a part of the natural atmosphere of a school. This human heat shows in the cheeks of our schoolmasters. It is this heat which must be preserved and passed on to the universities if we are to have a robust learning in America. The little flames must never go out in the children. The lowest classes ought to be taught by the highest ability; for if a child is once headed right he can be entrusted to any competent guide. The great teacher, the man of genius, must be used at the start.

Our headmasters, with all their good qualities, like under certain conditions, are not yet well known. A school is a kingdom, and a headmaster spends most of his time in administration. There is a kind of greatness that comes out of good administration, but its nature is almost antipodal to the nature of scholarship. As a result, the superintending administrator will be a great man. Any schoolmaster is always more or less a slave to public sentiment. The public imposes upon him his curriculum and bids him premise boys for college. His school is a little sponge in the vast mill of sectional and of international thought. The various prejudices of the age are recorded on his bulletin board and in his mind in ten thousand ways, he and his school are rolled over in the waves of society.

The great American public, when it began to awaken to the idea of national education, was full of prejudices. The imaginative seat of the Misses Timlow's is the creation of its alumnae; that is to say, the meanness of the consolidated prejudices of half-educated persons in the previous generation. Suggestions and reform in education to a college, the young men of the time, and so forth, as the introduction of new courses and new degrees—the alumnæ. The alumni associations of our colleges are the great oligarchs of American education. A school, on the contrary, has no such authority as a college has, for a headmaster is a head and not a school administrator, having hitherto been helpless social bodies. I admit that they must always represent a danger because they represent money and endowment—money which will be advanced only by the prejudices of the old.

We see then that our schoolmasters live in subtlety to college, which in turn have been governed according to the prejudices of ignorant people. These conditions are not permanent; they are transient. The real educational progress of things while it has existed during an era of house building. They are changing rapidly today with the advance of intelligence and of the courage that goes with intelligence. It is already time for our schoolmasters to take the lead and dictate to the public. The sun must have risen under the shadow of the age and it is impossible for them in one moment to get rid of the idea that college is the goal. The recent change in the system of admissions to college has lifted a great weight from our schoolmasters, but it has left a terrible task which goes to keep both boys and masters rigid with fear. Nevertheless, the masters are somewhat preoccupied with the marks of their boys in college, and I suppose this is inevitable. Yet marks are a small part of college and a master is a small part of college. He must have under his own hands the higher ambitions, the young possibilities of scholarship, and he should content himself with making scholars of his boys, and then sending them out into the world, merely warning them against the cold world and helping them to keep their fainting heart while passing through the valley of the shadow of college.

Instead of doing this they often abdicate the false gods of the universities. The distortion of our schoolmasters' imagination is to act immediately to the point of an absolute denial of the belief that universities not schools are the seat of education, and which has put the schoolmaster in chains. It says, "We want our boys to go to college." It says, "Of course there must be schoolmasters to prepare the boys." The literary folk are white-faced, mean, and apathetic—showing lack that for years of good schooling are more valuable for boy boy than a whole lifetime of sub-

buse raised, and because the development was inevitable. Nevertheless, it is hard to think that our schools and colleges east and west, north and south, teach the same things. It will be more wholesome when California shall turn out a local type, cultivated man to man. The Williams class of the Union College men shall have an independence and a flavor of his own. Such an outcome must be sought only through natural law. It cannot be manufactured; it will arrive as the result of the natural interaction in which every educational influence in the world has a share. To point, I make here is that to bring cultivated men into contact with the young is the most visible and obvious way of assisting natural law.

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The schoolmasters themselves do not realize this. When they find it out, being men of character and force and very much more in earnest than the college boards, they will rearrange their own ideals and persuade the college to adopt the new regime.

The district of America is situated in diffluence. The children are scattered and confused by being dragged across the surfaces of too many studies in a day. At all of our schools, both public and private, there are two universities and colleges, differing from each other in educational view, which is a vice in the American character, a weakness in our temperament. It ought to be met and corrected in every field of life. In the field of organized education it can be most easily met. The schoolmaster, as a teacher, here is the most plastic portion of education. Any single headmaster can, if he will, disregard public opinion, introduce a sensible arrangement of studies and thereby set up in his school that intellectual concentration of the boy. Whatever sacrifice of present pleasure and future arrangements may be involved that sacrifice must be made.

The public schools will follow—in great distance, perhaps—in the wake of the private schools. For in this wake of the public school is a web, and garment of thought. If you disentangle a knot in any part of it the relaxation will be felt in every fibre of the web. The play was a success.

Mrs. Aldredge of Pittsburg called this week to make final arrangements to be the commencement speaker before the annual service in front of Mrs. Hunt. The gift to be a memorial for her mother, who was student in the school many years ago.

The two men who will preach in the Central Moravian Church to-day are among America's best known divines. Dr. Charles H. Spurgeon will preach the baccalaureate sermon before the Moravian College for Men graduating class, and the Rev. Alexander Macfie of Philadelphia will preach in the evening before the graduates of the College for Women.

Commencements and Other News of Academic World

AT the House in the Pines, Norton, Mass., Prof. Hoyt of Clark University, Worcester, Mass., and Mrs. Hoyt gave a lecture and song recital recently in "The Woods of Burns," before the members of the school and their guests. Prof. Hoyt in his talk pictured the Scotch country life at the time of Burns and illustrated by reading the different kinds of lyrics he wrote in which he interpreted that life as simple and singular. Mrs. Hoyt sang several groups of songs, including such favorites as "Robin Adair," "John Anderson My Jo" and others.

MORAVIAN COLLEGE.

BETHLEHEM, Pa., June 3. The students took up the great Shakespeare pageant some days ago, eliciting much favorable comment. There was a total of 1,000 in the group of performers and 12,000 were seated in the audience.

The school is having quite an amount of trouble in securing passage for its foreign students. The amount of paper necessary to secure the proper papers seems to the uninformed to be very great.

A section of the faculty and students assisted Dr. Wills in the Bach festival last week. The attendance of well known people from every section of the country was very great, and the entire large audience filled the auditorium.

The commencement programme is as follows: Monday, June 19, 9 A. M., morning prayer, Church of the Holy Spirit; 9:30 A. M., the eighty-eighth commencement, Rose Hall; 12 M., alumnae luncheon, college Commons; 3 P. M., alumna business meeting, college Commons; 7 P. M., fraternity banquets.

Tuesday, June 20, 8 A. M., breakfast, alumnae luncheon, college Commons; 12 M., alumna business meeting, college Commons; 7 P. M., initiation and supper of the Phi Beta Kappa society; Ascension Hall; 8:30 P. M., tennis or baseball; 9:30 P. M., initiation and supper of the Beta Gamma Juniors; reception to the graduating class; 10 P. M., alumna dinner; 8 P. M., graduating exercises in the auditorium, address by the Rev. S. Parkes Cadman, Ph. D., D. D., 8 P. M.; presentation of diplomas by head master; reception dance, 9:30 P. M.

KENT PLACE SCHOOL.

At Irving School, Tarrytown-on-Hudson, N. Y., the commencement programme will still be eight days with the annual sermon, Dr. First Reformed Church by the Rev. Dr. Knox Allen. The rest of the commencement programme is as follows: Wednesday, June 7, class day exercises, for the school only, 8:30 A. M.; Thursday, June 8, class day exercises, for the school buildings used as hospital during the three years 1917-18, and each year the young women of the school hold a service where these hero soldiers lie in unmarked graves and strew flowers on the spot.

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OAKSMERE.

The commencement day exercises of Mrs. Merrill's School, Oaksmere, Manhasset, N. Y., were held on the school grounds overlooking Long Island Sound. The procession, consisting of Oaksmere guests, the alumnae, faculty, juniors and seniors, marched in review, followed by the band, and marched over to the sea wall, where Mrs. Merrill received them.

Major Howland of New York gave the commencement address, and he chose as his topic "Preparedness."

Col. Francis L. Leland, whose death came as a shock to Oaksmere, presented several fitting tributes to the late Mrs. Wilson. The subject was chosen because the young ladies of the Misses Timlow's School take a deep interest in the welfare of their school and the principals emphasize the obligation of girls who have money, position and leisure to work less fortunate people. Mrs. Mrs. Wilson's speech was superb.

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